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AUTHOR Jones, Paul L.; Petry, John R.
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ABSTRACT

An assessment model was developed to produce change in adult basic education (ABE) programs and thereby improve learning for adult students. During the development of the model, 89 ABE programs were analyzed. To determine the effect that ABE has on the quality of life of its students, researchers observed 77 of the 89 programs included in the study and administered questionnaires to 1,625 students who could be described as being predominately white, female, less than 30 years old, and earning less than $10,000 per year. In essence, the assessment model developed calls for: (1) observation of program planning and objectives, program organization, classroom interaction among students and teachers, and student perceptions; (2) analysis of these four factors to determine appropriate elements for change; and (3) development of strategies for improved teaching and learning. Data collected indicated that goals and objectives were not consistent across programs that are within a given geographic area and that are funded by the same source; however, the ABE programs are having a positive impact on students' quality of life, with males, older adults, and those who have been in ABE longer having the most positive attitudes toward the program. (This description of the model includes 41 tables, 10 charts, and a flowchart depicting the assessment model.) (MN)

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ADULT ASSESSMENT MODEL: A DESIGN FOR LEARNING

Paul L. Jones

John R. Petry

Memphis State University

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Paper presented at the National Adult Education Conference; Milwaukee, Wisconsin, November 6-9, 1985

INTRODUCTION

The purpose of this paper is to present information on an assessment model that was designed to produce change in adult basic education programs and improve learning for adult students. Eighty-nine ABE programs were analyzed in regard to program objectives, program organization and evaluation, classroom observations, and student perceptions. Direct classroom observation and questionnaires were used to obtain data on the instructional process and to determine the effect that ABE has on the quality of life of its students.

Seventy-seven of the eighty-nine ABE programs were observed. A sample of 1,625 students responded to the instrument. The sample can be described as predominately white females, under 30 years of age, who are earning less than $10,000 per year.

Tabular and graphic charts were developed for the data obtained. Analysis of variance statistical procedures were applied to the data where appropriate. Generalizations and discussion of each element of the assessment model are presented.

Program Objectives

A listing of program goals and/or objectives are presented in Table 1. The need to increase enrollment was noted as the primary objective of all the ABE programs. Perhaps this is recognized as the only way that individuals can be served; therefore, it becomes the overriding concern. It should be noted that emphasis upon life skills and helping students gain grade levels are also rated very important. One can only report that the ABE programs have very diverse goals and objectives.

Recruitment methods, which are presented in Table 2, also vary from program to program. However, there appears to be a dependency upon the printed

Table 1

Diverse Goals and Objectives

N = 89

Goal or Objective	Number	Percent
Increase Enrollment	72	80.9
Decrease Illiteracy	12	13.5
Involve All People of County	7	7.9
Increase Classes	20	22.5
Emphasize Life Skills	32	35.9
Pass the G.E.D.	16	6.7
Conduct Signing Classes	13	14.6
Gain Grade Levels	31	34.8
Provide Counseling	3	3.4
Increase Math/Reading Skills	9	10.1
Publicize ABE	27	30.3
Conduct Teacher Inservice	28	31.5
Involve Participants Actively	17	19.1
Involve Senior Citizens/Handicapped	11	12.3
Provide Comprehensive Program	18	20.2
Televise GED Information	3	3.4
Keep High Attendance	2	2.2
Recruit Door-to-Door	3	3.4
Evaluate the Program	22	24.7
Emphasize Personal Goals	2	2.2

Table 2

Recruitment Methods and Techniques

N = 89

Method and Technique	Number	Percentage	Rank
Personal Contacts	68	76.4	2
Letters to Businesses	67	75.3	3
TV, Radio, Newspapers	84	94.4	1
Posters, Flyers, Brochures	48	53.9	5
Questionnaires	3	3.4	14
Public Speeches	7	7.9	10
Involvement of Business/Community	65	73.0	4
Advertisement by Students	22	24.7	7
Surveys	4	4.5	12
Letters to Drop-outs	10	11.2	8
Telephone	23	25.8	6
Inserts in Paychecks	3	3.4	14
Open Houses	2	2.2	16
Word-of-Mouth	5	5.6	11
Booths at Fairs	2	2.2	16
Development of Newsletters	4	4.5	12
Church Bulletins	8	9.0	9

word to circulate information about ABE classes. This method may work for those students who choose to complete their schooling (GED candidates), but it will not be effective for the "hard to reach" student.

The manner of evaluating the success of the program is not consistent across those studied. Table 3 shows that only 31 percent of the programs used any type of pre- and post-assessment techniques to determine program success.

Program Organization and Evaluation

Supervisors and specialists rated programs on selected variables using a five-point scale with 1 being a low effort and 5 being excellent progress. A rating of 6 was used for any "Not Applicable" element.

The existence of a functioning plan for the improvement of instruction was rated as either satisfactory or excellent by the majority of the supervisors and specialists. Specialists noted that 14 percent of the programs need major improvement in planning for instruction, whereas the supervisors rated only 3.8 percent of the programs as needing major improvement. Chart 1 depicts these data.

Encouragement of effective teaching, shown in Chart 2, was determined by using several variables. Ratings on securing a competent, certified staff were used as one variable. Flexible scheduling, use of resource persons outside of public education in the curriculum planning process, evaluation, and organizing the physical facilities were the other variables used. When the responses were examined, 85.8 percent of the supervisors and 81.2 percent of the specialists perceived the encouragement of effective teaching as satisfactory to excellent.

Chart 3 deals with the concept of personnel. Specifically, it refers to the availability of sufficient personnel to conduct the program. The supervisors (83.9 percent) and the specialists (86.2 percent) rated the availability of sufficient personnel as satisfactory to excellent. This

Table 3

Evaluation Strategies

N = 89

Strategy	Number	Percentage	Rank
Fulfillment of Goals	28	31.0	2
Pre- and Posttests	28	31.0	2
Teachers' Reports	13	14.0	6
Students' Self-evaluation	18	20.0	4
Advanced Levels	12	13.0	8
Increased Enrollment	29	32.0	1
Attendance/Retention	13	14.0	6
A Survey or Study	7	7.0	12
Completed GED	11	12.0	10
New Classes	12	13.0	8
Files, Records, etc.	15	16.0	5
Program Evaluation Forms	11	12.0	10
Conferences	3	3.0	13
State Evaluation	3	3.0	13
Comparison of Years	3	3.0	13

CHART 1

EXISTENCE OF AN ORGANIZED FUNCTIONING PLAN

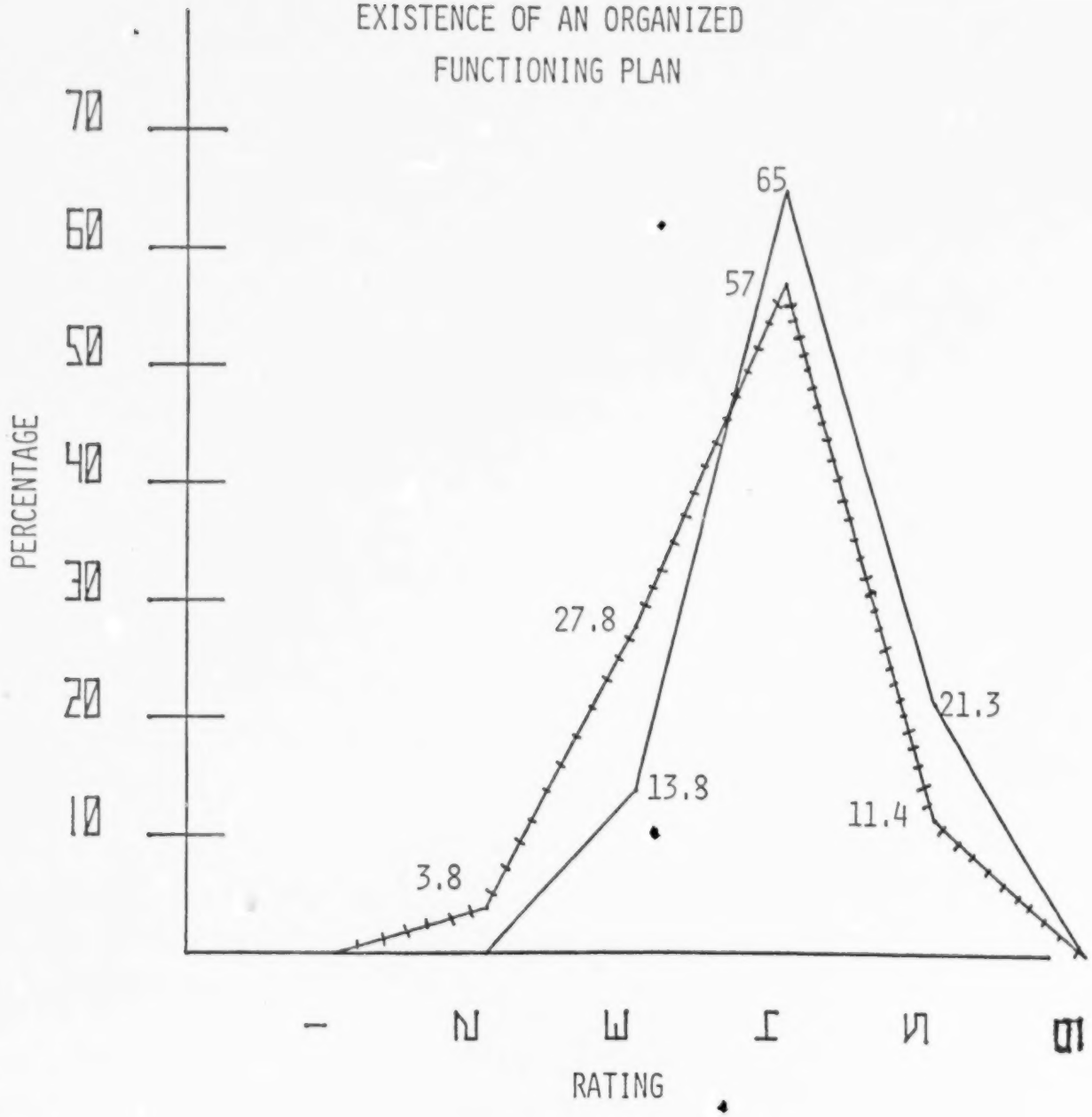

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CHART 2

ENCOURAGEMENT OF EFFECTIVE TEACHING

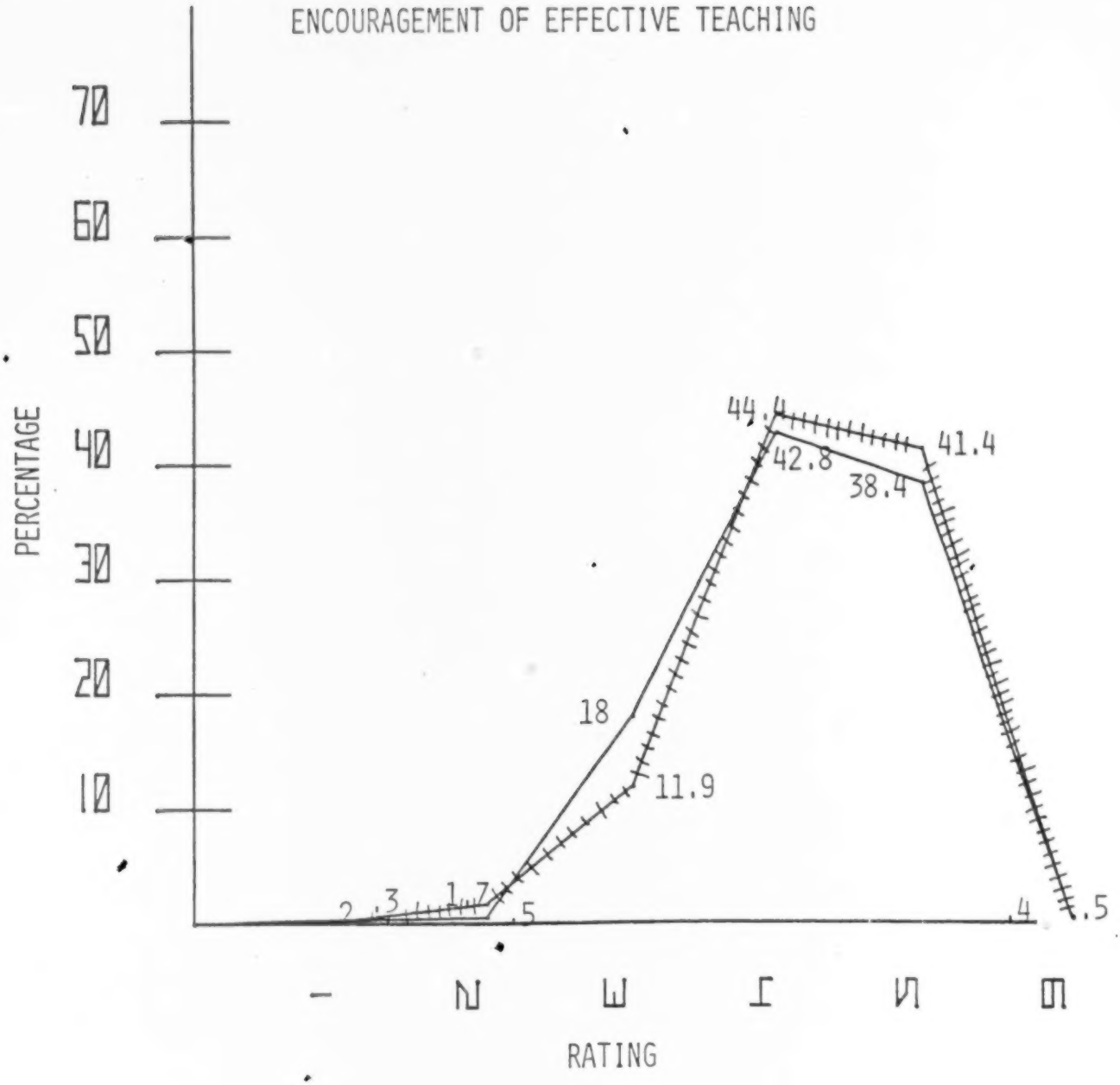

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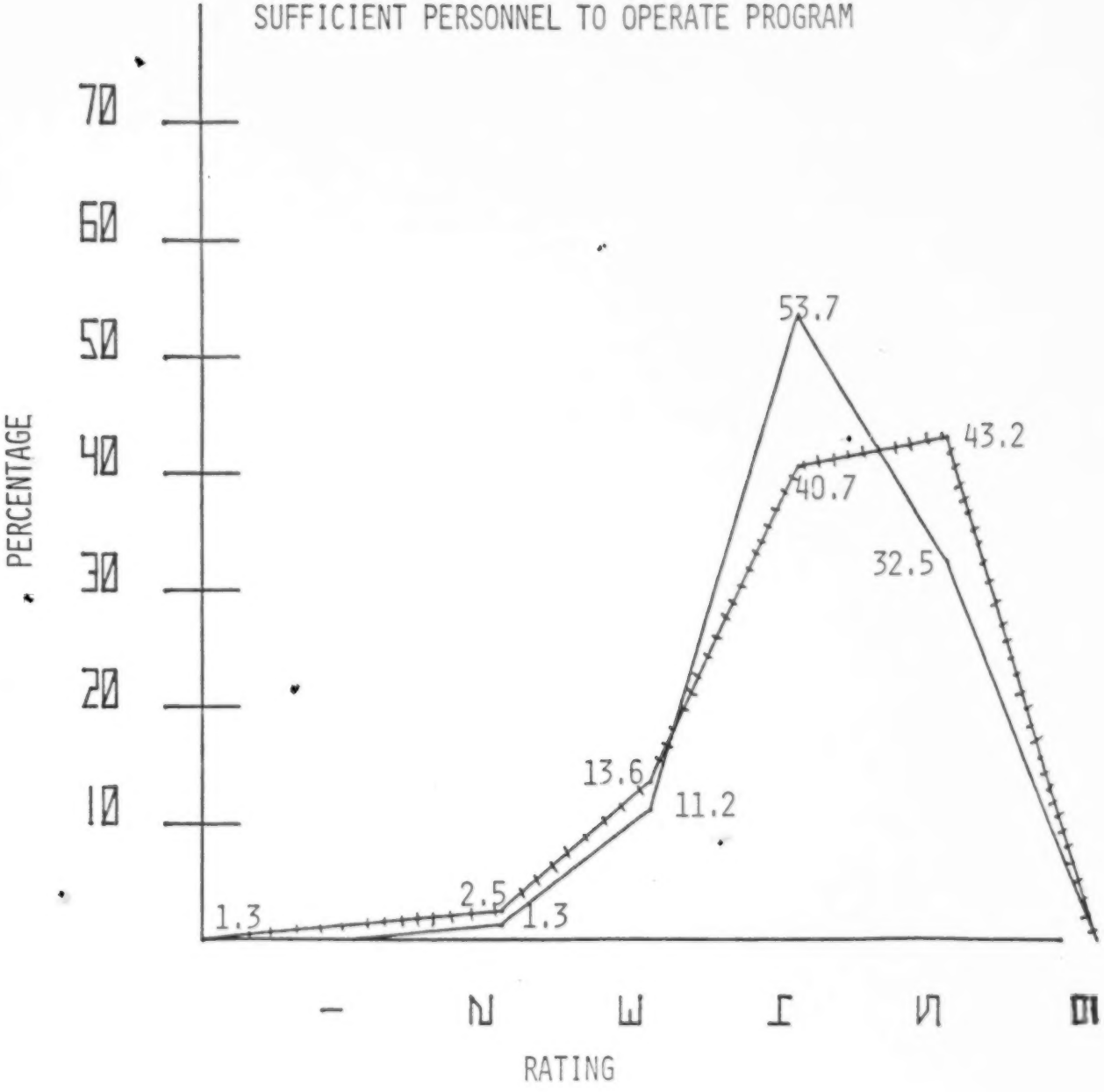
CHART 3

SUFFICIENT PERSONNEL TO OPERATE PROGRAM



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indicates that people are available to conduct the program.

The role of the supervisor encompasses many activities and requires a number of skills. Chart 4 shows the perceptions regarding efforts of supervisors to design inservice, implement inservice, ability to observe teaching and communicate their observations, and the ability to prepare written plans for improving the total ABE programs. Approximately 25 percent of the supervisors saw a need for improvement in this area. Specialists also parallel this rating. One must infer that supervisors are seeking guidance for new and better ways to perform their jobs.

Since the data indicate that assistance is needed with the classroom observation process and in reviewing the observations with teachers, this dimension should be given discussion and attention. The ratio between supervisor to teachers may be so great that there is never enough time to conduct the observations on a regular basis. Thus, the perceived need for assistance.

Establishing classes for those individuals who need instruction requires a number of different people and agencies. Chart 5 provides the ratings concerning cooperative efforts to establish classes. Although both supervisors and specialists indicated that cooperative efforts are employed when classes are established, 5 percent of the supervisors saw this as an area that needed much work.

Data regarding the curriculum and instruction dimension of the ABE program from different perspectives are shown in Charts 6 to 10. They reveal satisfactory to excellent ratings in all cases by supervisors and specialists. The program aspects that are covered in these charts are (1) furnishing information to the community, (2) facilities and materials, (3) variable programs for student interest, (4) informing students of their progress, and

CHART 4

SUPERVISOR ROLE

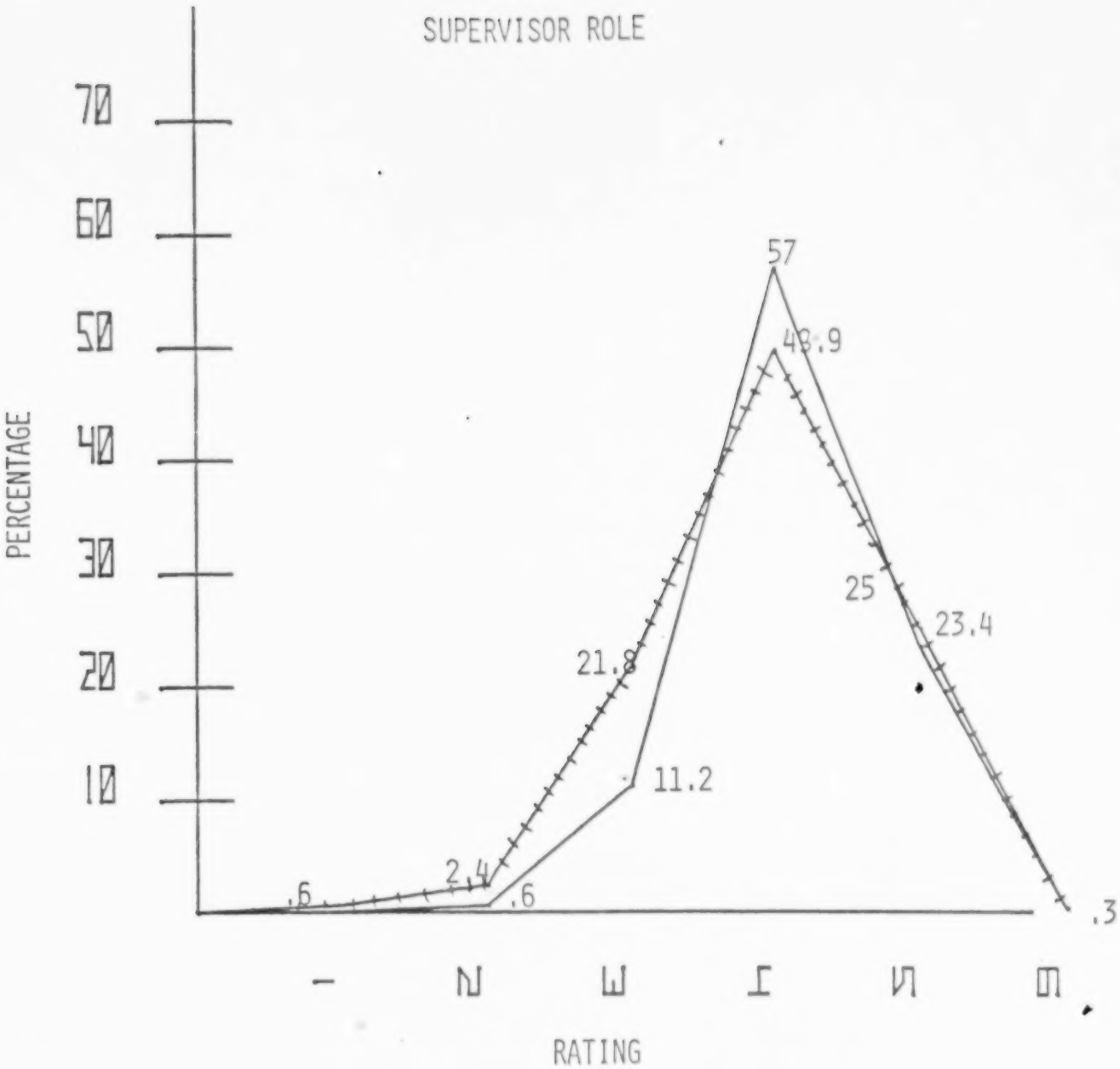

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CHART 5

COOPERATIVE EFFORTS TO ESTABLISH CLASSES

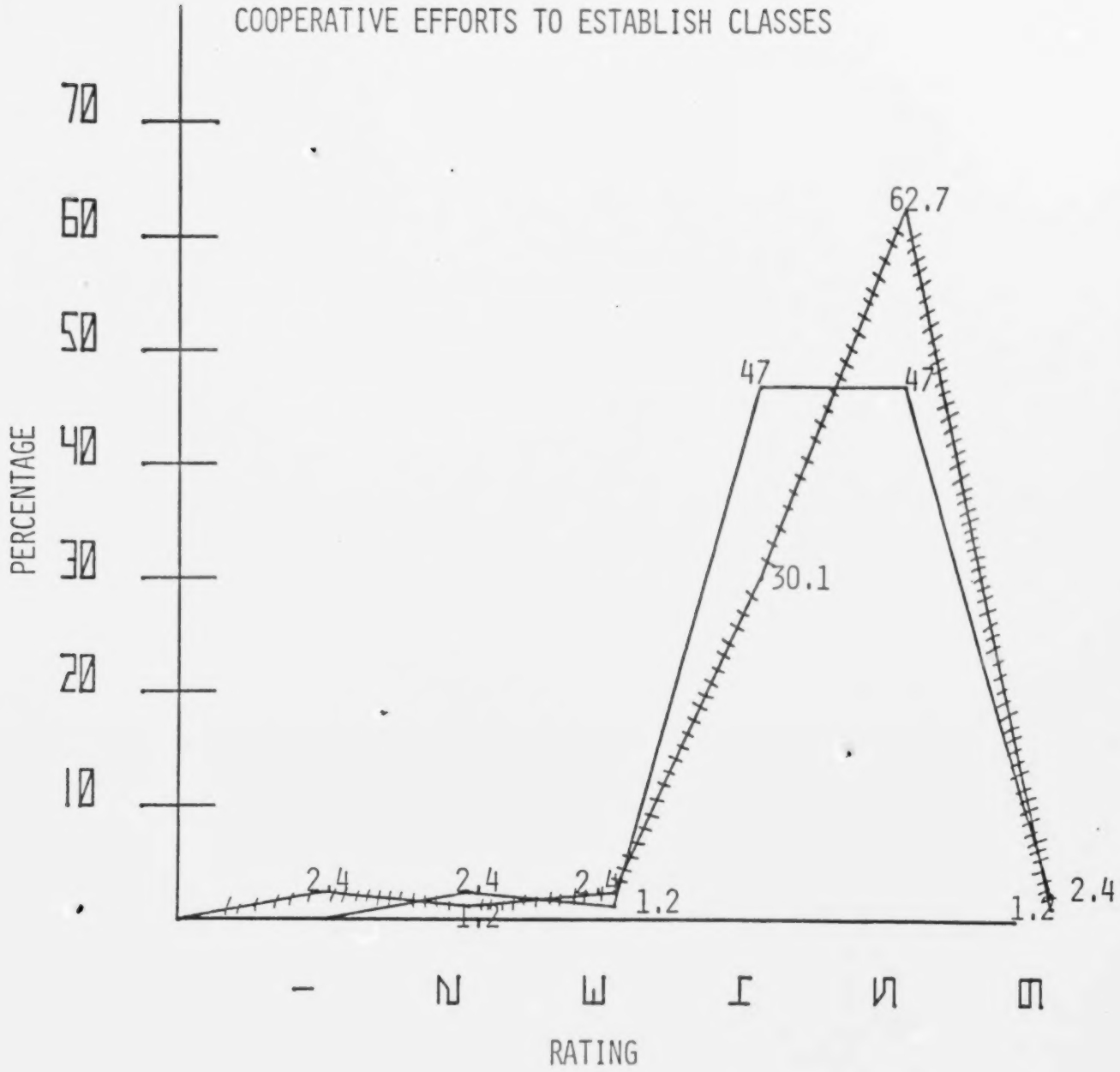

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CHART 6

FURNISHING INFORMATION TO COMMUNITY

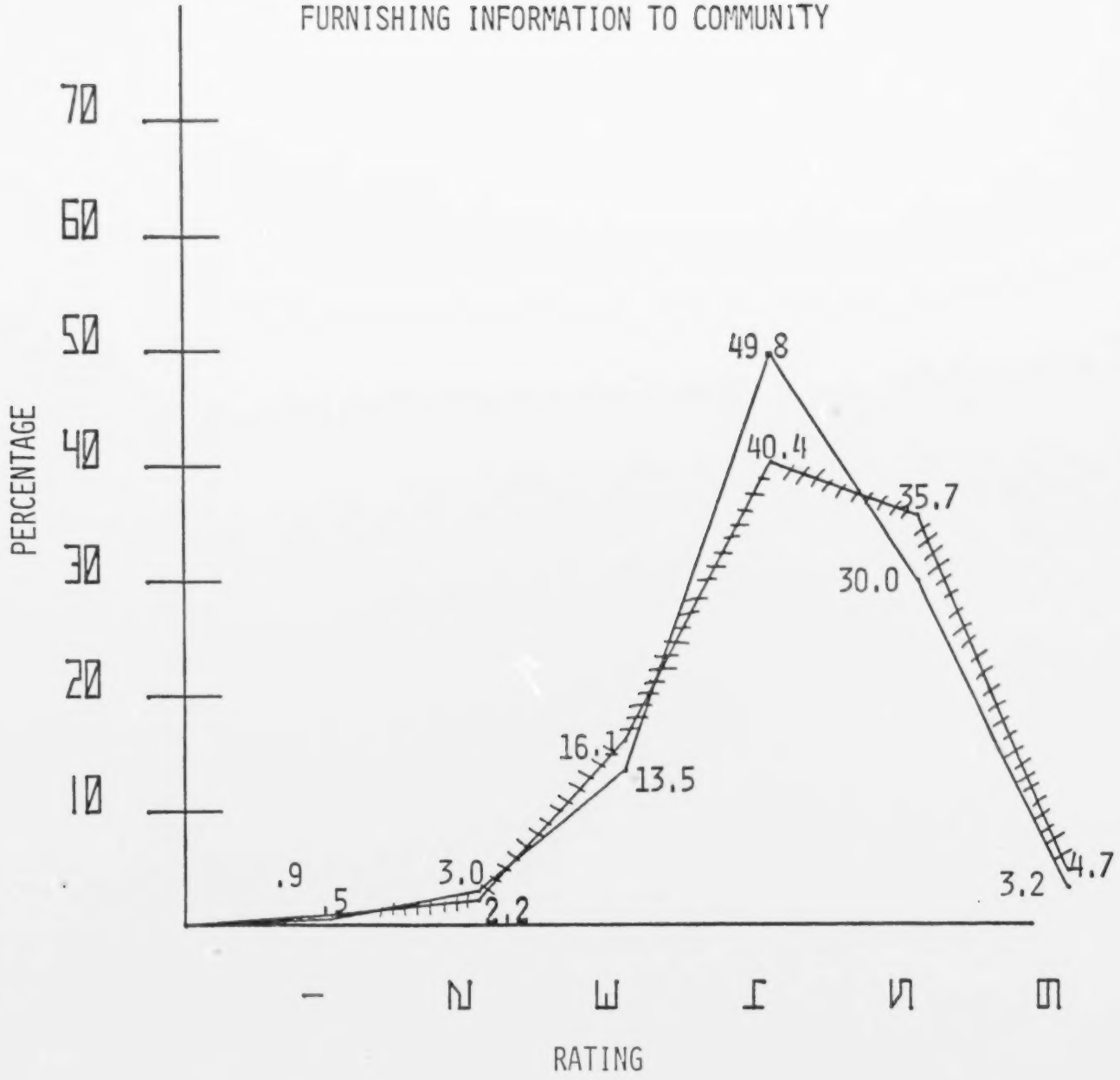

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CHART 7

FACILITIES AND MATERIALS

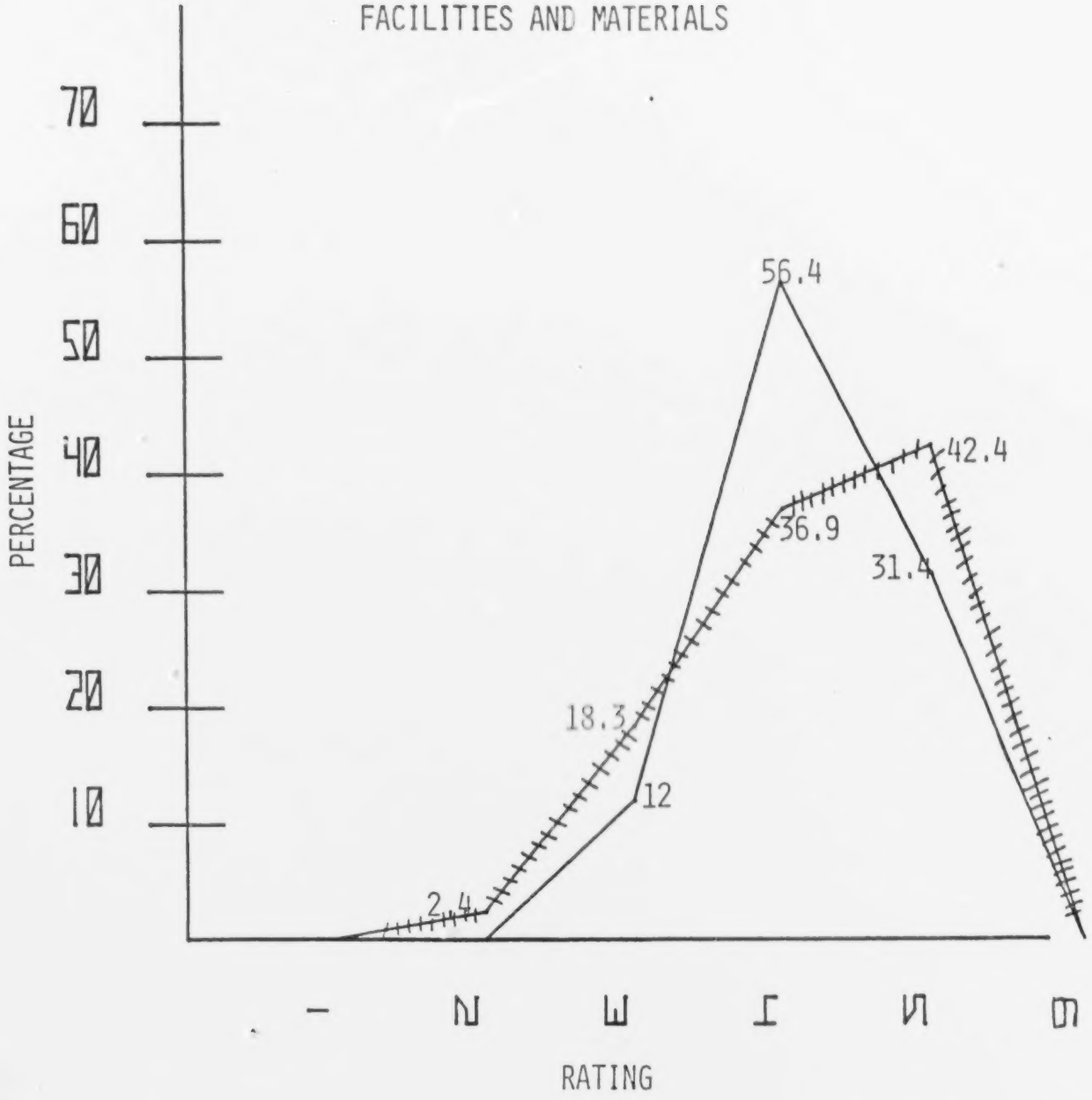

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CHART 8

VARIABLE PROGRAMS FOR STUDENT INTEREST

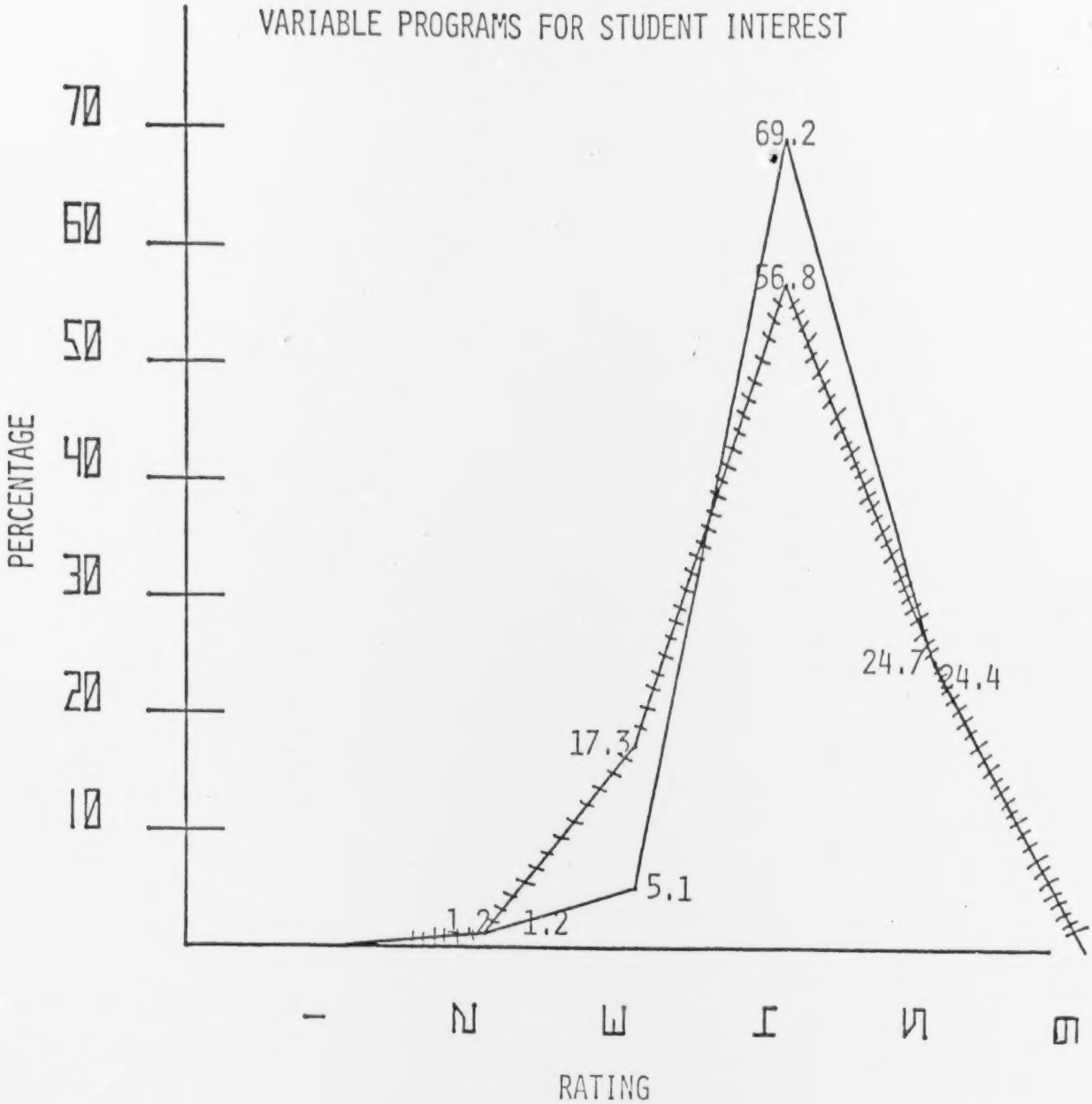

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CHART 9

STUDENTS INFORMED ON THEIR PROGRESS

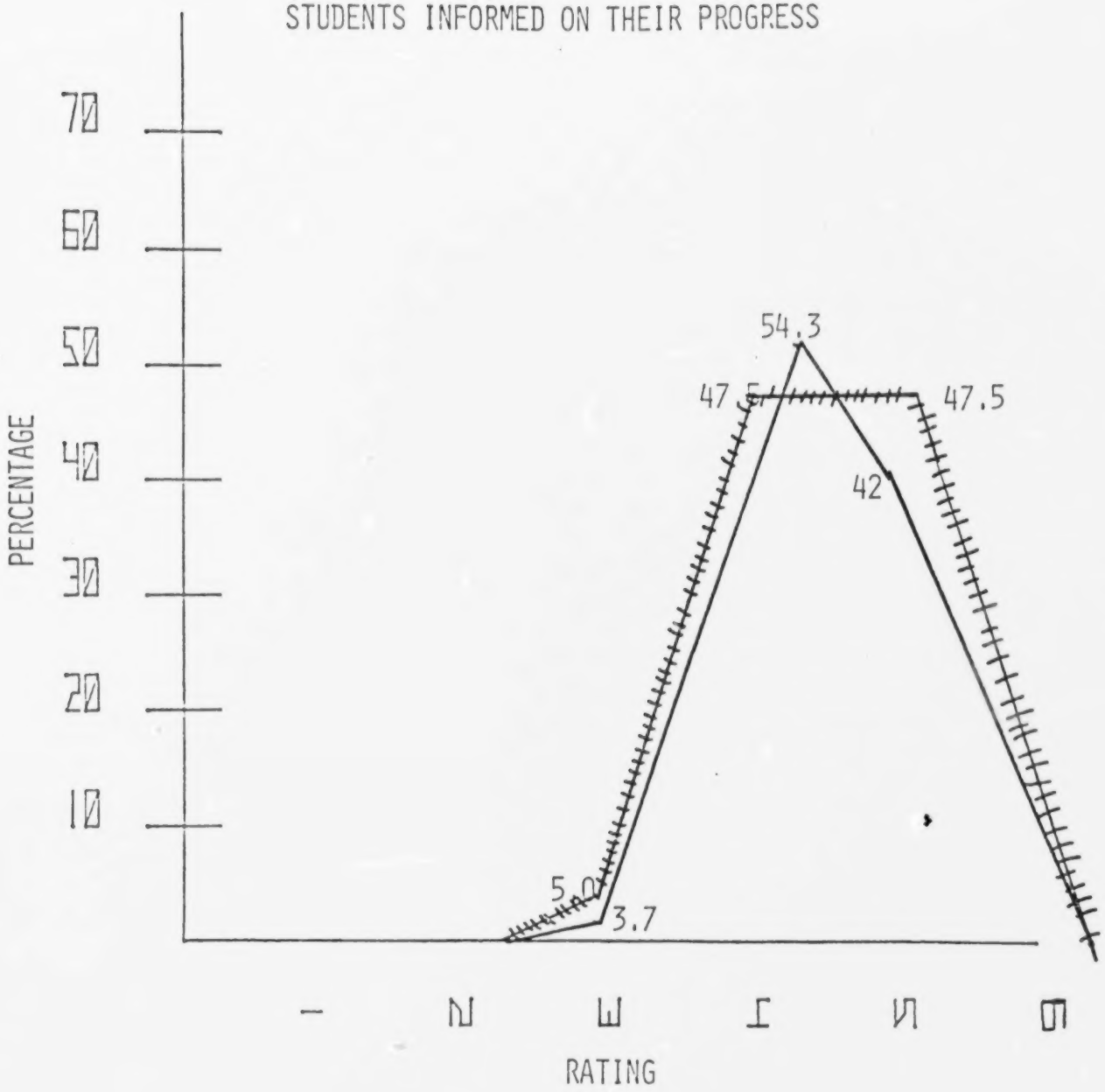

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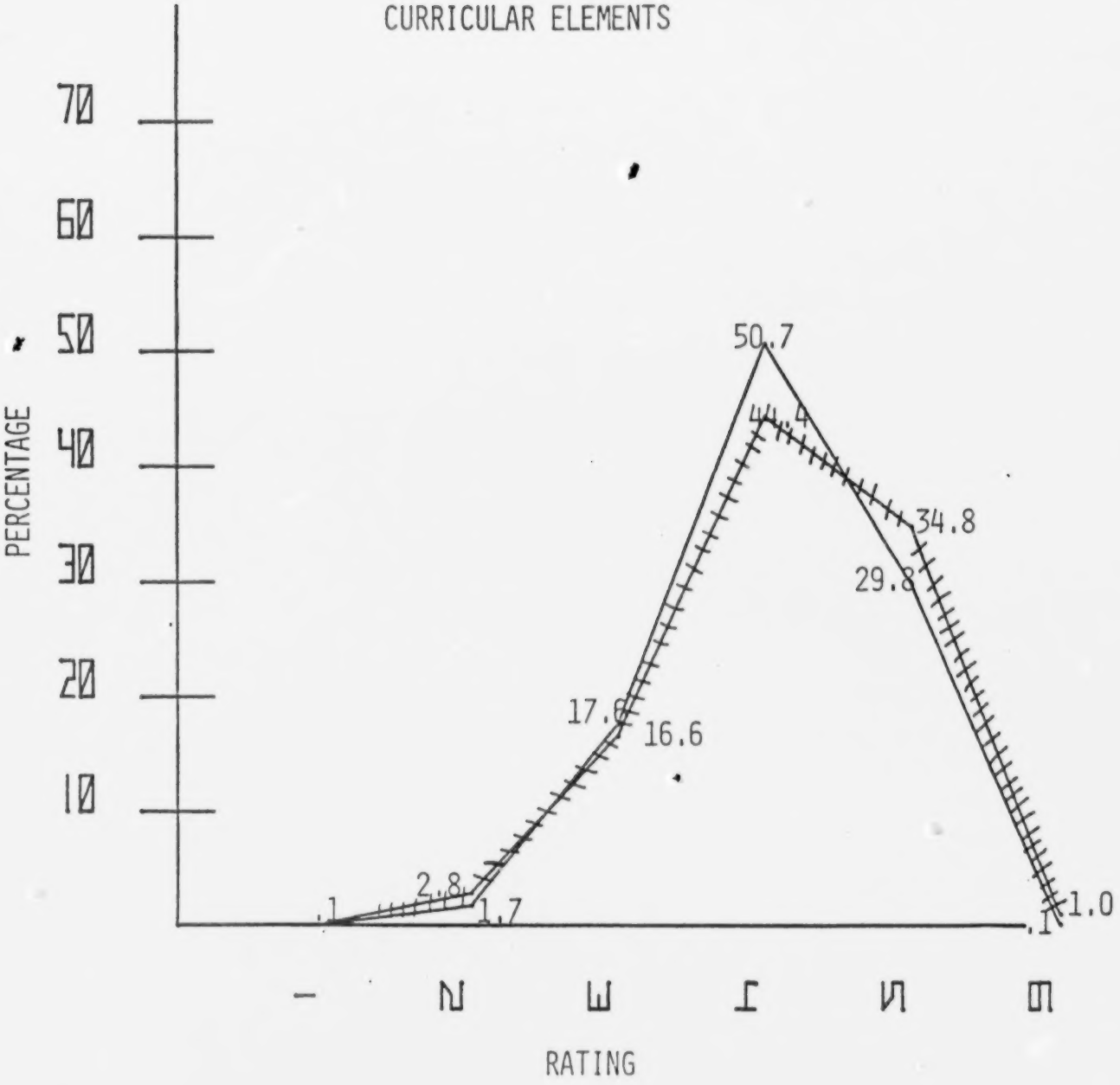
CHART 10

CURRICULAR ELEMENTS



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(5) curricular elements.

Although the ratings were high, there is a need to focus on the variability of the program. A varied program of instruction may not only serve as an interest builder for the student, but it may also carry over into the retention category. In other words, students with a highly interesting program of instruction may be retained in the program to a higher degree than those who have traditional programs of instruction.

Both supervisors and specialists saw a need for improvement in the utilization of life-skill or coping-skill elements in the curriculum. Some of the life-skill tasks that need improvement include information on how to complete a job application, prepare for job interviews, and count money. Other personal aspects that need attention are communication skills, attitude development, and personal basic health and hygiene.

Classroom Observations

Classroom observation is an evaluation technique that is used to describe the actions of the individuals who are providing instruction or who are receiving instruction. These observations were limited to descriptions about classroom teachers, those who provide instruction.

The purpose of the observations was to describe the actions that were occurring so that inferences could be made about the teaching process. The descriptions are limited to those elements contained in the structured observational system.

There were eleven categories of the observation that were used to depict a dimension of the teaching process. Discussion of these categories provides useful information about teaching in adult education classes and programs.

The first category of the teaching process is the opening of the lesson. It is characterized by defining the objectives of the lesson, establishing a

setting, relating the day's lesson with previous ones, and/or allowing independent study. Teachers use these elements as they begin each class because they provide continuity for the students as they internalize the subject material. Table 4 shows these data.

Three dimensions of teacher actions are shown in Table 5. Verbal explanation (talking) was observed most often and received the highest mean rating by the observers.

The most common instructional method observed was the use of the small groups, which was followed by independent study at the desk and self-directed study. Table 6 indicates that lecture was observed in only 36 of the 77 classrooms. This frequency indicates that it is not used as often as other instructional methods.

Organizing content for presentation is an essential element in the instructional process. It may be organized in a variety of ways, but the observational system monitored a simple-to-complex sequence of lesson organization. Table 7 shows that the highest dimension was student utilization of practice, with establishing an opening concept and teacher reviewing concept being equally high in lesson organization. It appears that a simple-to-complex organization is appropriate in ABE; however, it is difficult to discern the lesson organizational elements.

Questioning is an instructional strategy designed to promote understanding. Teachers in ABE classes were observed employing this technique in 57 of 77 cases. Table 8 indicates that it was viewed as quite positive.

Actions between individuals in an instructional setting are cues that can either promote or negate learning. Teachers, through non-verbal actions, contribute to the success or failure of their students. Table 9 suggests that teachers are using eye contact and gestures as non-verbal behaviors to assist

Table 4

Opening of Lesson
N=77

Dimension	Mean	Median	Mode	Cases Observed
Defines Objectives of Lesson	4.38	4.52	5.00	37
Establishes Setting for the Lesson	4.51	4.58	5.00	35
Relates Lesson to Previous One	4.46	4.60	5.00	43
Allows Individual Study	4.74	4.87	5.00	58
Composite	4.60	4.96	5.00	63

Table 5

Teacher Actions
N=77

Dimension	Mean	Median	Mode	Cases Observed
Explains Verbally	4.69	4.83	5.00	69
Uses Chalkboard	4.49	4.76	5.00	44
Uses Training-Audiovisual Aids	3.89	4.05	4.00	44
Composite	4.50	4.69	5.00	77

Table 6

Use of Instructional Methods
N=77

Dimension	Mean	Median	Mode	Cases Observed
Lecture	3.36	3.63	4.00	36
Discussion	4.29	4.50	5.00	48
Demonstration	4.29	4.34	4.00	47
Small Groups	4.50	4.68	5.00	59
Self-Directed Study	4.60	4.77	5.00	46
Independent Study at Desk	4.71	4.86	5.00	56
Other	5.00	5.00	5.00	13
Composite Ratings	4.48	4.66	5.00	77

Table 7

Lesson Organization
N=77

Dimension	Mean	Median	Mode	Cases Observed
Establishes Opening Concept	4.44	4.63	5.00	43
Students Practice Concept	4.54	4.76	5.00	53
Teacher Reviews Concept	4.50	4.70	5.00	51
Composite	4.50	4.90	5.00	58

Table 8

Questioning
N=77

Dimension	Mean	Median	Mode	Cases Observed
Uses to Promote Understanding	4.42	4.68	5.00	57

Table 9

Teacher Non-Verbal Behaviors
N=77

Dimension	Mean	Median	Mode	Cases Observed
Establishes Eye Contact	4.66	4.81	5.00	69
Uses Gestures and Actions	4.30	4.59	5.00	67
Composite	4.49	4.79	5.00	77

them in relating the material to the student needs.

Facilities, those places where instruction was provided, were viewed as ample in size, adequately equipped, and conducive to learning (Table 10).

Climate, for this study, was defined as an atmosphere that exists in the classroom that develops from the relationships between teachers and student. Table 11 shows that the attitudes between teachers and students, and students and teachers, are very positive, indicating a positive climate for teaching and learning.

Evaluation is an essential element of the teaching-learning process because it enables teachers to continually monitor student progress and enables students to be aware of their progress. The evaluation aspect that was highlighted for observation was that which teachers use to measure student progress. Three types of evaluation techniques were observed; namely, (1) use of oral techniques, (2) use of paper and pencil tests, and (3) use of demonstrations or projects. All types were observed, but Table 12 shows that use of oral techniques, questions and answers, was the most prevalent.

It is important that the teacher close the lesson by reviewing the objectives, outlining the main ideas, and synthesizing the ideas in relation to the objectives. This process helps the student develop a completed gestalt of the content. Table 13 indicates that there was a sparcity in this aspect of teaching and learning. Inattention to time, failure to complete the lesson, and students' need to continue to practice are possible reasons for this sparcity (Table 13).

Student Perceptions

A perception refers to the awareness that a person has about something. In this study, adult learners were asked to respond to a number of stimuli that would provide some insight about the impact of the education experience on

Table 10

Description of Facilities
N=77

Dimension	Mean	Median	Mode
Ample Sized Room	4.44	4.75	5.00
Adequately Equipped	4.12	4.47	5.00
Conducive to Learning	4.28	4.60	5.00

Table 11

Teaching-Learning Climate*
N=77

Dimension	Mean	Median	Mode
Teacher Attitude Closed, Rejecting	1.52	1.10	1.00
Student Attitude Uncooperative, Rejecting	1.60	1.13	1.00
Composite	1.55	1.07	1.00

*These items were reversed scored; therefore, the lower the mean, the more positive the climate.

Table 12

Evaluation
N=77

Dimension	Mean	Median	Mode	Cases Observed
Through Oral Techniques	4.33	4.39	5.00	53
By Paper-Pencil Tests	4.17	4.50	5.00	46
By Demonstration/Project	3.73	3.77	3.00	34
Composite	4.25	4.29	5.00	63

Table 13

Closing of Lesson
N=77

Dimension	Mean	Median	Mode	Cases Observed
Outlines Main Ideas	4.20	4.50	5.00	37
Synthesizes Material in Relation to Objective	4.29	4.60	5.00	43
Composite	4.25	4.62	5.00	43

their lives. Recognizing that a learner may have many perceptions about many different aspects of an educational experience, it was necessary to limit those perceptions to particular variables. A search of the literature was conducted to identify potential variables to be used as descriptors of a "quality of life." Seven were selected for inclusion in the study: (1) self-expression, (2) self-concept, (3) family life, (4) life in general, (5) leisure, (6) relationships with others, and (7) society.

Perceptions were also obtained about the students' relationships with teachers. Teacher attitude, anticipated value of education, teacher competence and curriculum relevance, and teacher empathy were the categories for which students were to provide their impressions.

Each category of the perceptual instrument is discussed as a subheading to provide a clearer treatment of the information.

Self-Expression

The students perceived the ABE program to be helping them. Length of time in the program (Table 14), higher income range (Table 15), and older students (Table 16) were factors that were statistically significant in regard to student perceptions.

Self-Concept

Students perceived the program as helping them to develop a more positive self-concept. They see it helping with the acceptance of self, personal refinement and self-discipline, and increasing leadership abilities while maintaining stability. In general, their sense of self-fulfillment is increased with the program.

Family Life

In regard to the relationship between individuals and members of their

Table 14

Analysis of Variance Results for Self-Expression
by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	8.05	1.61	3.89	.001
Within Groups	1543	637.65	.41		
Total	1548	645.70			

Table 15

One-Way Analysis of Variance for Self-Expression by Income Range

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	7.20	1.79	4.41	.001
Within Groups	1307	533.32	.40		
Total	1311	540.53			

Table 16

Analysis of Variance for Self-Expression by Age Group

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	12.07	2.41	5.87	.00001
Within Groups	1537	632.24	.411		
Total	1542	644.32			

families, students indicate a positive perception about the program helping them to become more confident with their families. Race (Table 17), age (Table 18) and length of time in the program (Table 19) were analyzed with the results indicating that orientals perceived the program to be improving their family life to a greater extent than did whites. This may suggest that oriental values, which hold education and family relations in high esteem, help one to see the importance of program elements. On the other hand, the orientals may be placing strong emphasis on becoming "mainstreamed" into our society; thus, there is a tendency for them to see the "good" of the program. Again, those who were in the program longer and older persons had more positive perceptions than did other groups. One may infer that the younger adult is in a period of seeking a mate, breaking ties with his/her parents, establishing a life of his/her own, and, therefore, their individuals needs override the value of family life. A longer period of time in the program may permit more opportunities to develop appreciations that are directly linked to family life and relationships.

Life in General

This subgroup stimulated respondents to think about the program in relation to confidence about the future, gaining wisdom and insight about life, increasing home management abilities, and developing better understanding to make more relevant choices about life. Those who had been in the program 4-6 months were significantly different in their perceptions about life in general than were those who had been in the program longer. This may suggest that after the individual has made the decision to return to school, he/she begins to review his/her outlook on life in a more positive direction (Table 20). Higher income groups had a more positive perception than did those in lower income groups (Table 21). Those at the lower income level may be seeking

Table 17

Analysis of Variance for Family Life by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	12.57	4.19	6.96	.0001
Within Groups	1588	955.60	.60		
Total	1591	968.17			

Table 18

Analysis of Variance for Family Life by Age

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.66	1.93	3.21	.0069
Within Groups	1537	925.79	.60		
Total	1542	935.46			

Table 19

Analysis of Variance for Family Life by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	28.05	5.61	9.35	.00001
Within Groups	1542	924.40	.599		
Total	1547	952.46			

Table 20

Analysis of Variance For Life in General by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	8.46	1.69	4.27	.0007
Within Groups	1543	610.89	.39		
Total	1548	619.35			

Table 21

Analysis of Variance for Life in General by Income Level

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	6.38	1.59	3.98	.003
Within Groups	1306	523.54	.40		
Total	1310	529.93			

skills and abilities to improve their salaries, while those in the higher income ranges may be seeking a "high school diploma" to improve their self-esteem.

Leisure

For years, educators have recognized the value of wise use of leisure time. Their recognition has stimulated several programmatic dimensions in teaching and learning situations at all developmental levels. Wide interest ranges and the ability to manage time more meaningful are goals for the education of both children and adults. The students viewed the ABE program as providing the elements to expand their interest range and to use their leisure time more meaningfully.

The older adults, ages 51-60, perceived the program to be providing a wider range of interests and helping them utilize their leisure time effectively (Table 22). One may infer that wise use of leisure time becomes more important as one prepares for retirement. No generalized trend was seen in relation to time in the program (Table 23).

Relationships with Others

An individual is constantly communicating; he/she must be able to work with others, adjust to their lifestyles, respect their opinions, and realize that he/she has responsibilities to others. Educational programs should contain elements that help the individual develop the ability to form these relationships with others. Respondents perceived the ABE program to be developing these abilities.

Individuals who left their intitial schooling in the elementary years perceived the program to be helping them form better relationships with others than did those who left their initial school at the high school years (Table

Table 22

Analysis of Variance for Leisure by Age Classification

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.90	1.98	3.45	.0042
Within Groups	1535	881.00	.57		
Total	1540	890.90			

Table 23

Analysis of Variance for Leisure by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	6.98	1.39	2.43	.032
Within Groups	1542	883.44	.57		
Total	1547	890.42			

24). One can infer that staying in school probably provided greater opportunity for people to develop the attitudes and skills necessary to get along with others. Race (Table 25) was significant. Category other personnel, American Indians, Indians, etc., were more positive. Age (Table 26) and length of time in the program (Table 27) were significant. Older people and those who were in the program longer were more positive.

Society

Responsible citizens recognize that there are obligations associated with constructive membership in our society. One must think about societal issues and problems and seek means of dealing with them if he/she is to realize his/her societal potential. Older adults (Table 29), racial group, others (Table 28), and those who were in the program longer (Table 30) were statistically different from other groupings.

The literature suggests that individuals become more society oriented as they grow older; therefore, the younger adults who are seeking jobs and a marriage partner, caring for young children, and/or trying to buy the first house may not see the need for societal obligations.

Teacher Empathy

Teacher empathy was measured by the extent to which a teacher is caring, interested in the student, and creates an atmosphere for students to succeed. The analysis indicated that there were differences by length of time in the program (Table 31), race (Table 32), and income level (Table 33). Those who were in the program longer viewed their teacher as more caring than did those who were in the program a shorter time. It may be that the students who were in the program longer had the opportunity to see the teacher under a variety of circumstances that permits the teacher to demonstrate empathy.

Table 24

Analysis of Variance for Relationships with Others
by Last Grade in School Completed

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	2	5.36	2.68	6.04	.0024
Within Groups	1548	687.10	.44		
Total	1550	692.46			

Table 25

Analysis of Variance for Relationships with Others by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	12.24	4.08	9.09	.00001
Within Groups	1587	712.21	.448		
Total	1590	724.45			

Table 26

Analysis of Variance for Relationship with Others by Age Classification

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	6.90	1.38	3.07	.0091
Within Groups	1536	689.27	.448		
Total	1541	696.13			

Table 27

Analysis of Variance for Relationships with Others
by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	16.04	3.20	7.17	.00001
Within Groups	1540	689.13	.44		
Total	1545	705.18			

Table 28

Analysis of Variance for Society by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	11.37	3.79	7.56	.00001
Within Groups	1586	794.07	.50		
Total	1589	805.45			

Table 29

Analysis of Variance for Society by Age Classification

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	5.78	1.15	2.28	.043
Within Groups	1536	776.78	.50		
Total	1541	782.57			

Table 30

Analysis of Variance for Society by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.05	1.81	3.58	.003
Within Groups	1541	779.23	.50		
Total	1546	788.29			

Table 31

Analysis of Variance for Teacher Empathy by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	5.79	1.15	2.3	.0424
Within Groups	1534	771.59	.50		
Total	1539	777.38			

Table 32

Analysis of Variance for Teacher Empathy by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	13.33	4.44	8.82	.00001
Within Groups	1581	796.12	.50		
Total	1584	809.45			

Table 33

Analysis of Variance for Teacher Empathy by Income Level

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	12.07	3.01	6.08	.00001
Within Groups	1301	645.81	.49		
Total	1305	657.88			

The orientals perceived that teachers as being more empathetic. Since they tended to be new arrivals to this country and to the program, they may demand more help and attention from the teachers. If this is true, then the teacher may be demonstrating more empathy as he/she seeks to establish relationships necessary to find the common elements on which to base instruction.

Teacher Attitude

The students saw their teachers as "fun to be with" and "good sports." The teachers were seen as understanding of the students, problems and needs and were willing to give time and assistance with their problems. Significant difference occurred for income range (Table 34), race (Table 35), and length of time in the program (Table 36). Higher income groups seemed to appreciate the teacher to a greater extent than did lower income groups. This may result because these individuals have had the lifestyles that permit them to appreciate their teachers. Orientals appear to be very appreciative and thankful for the kindness of others; thus, they are more likely to recognize the positive attitude of teachers than are others who may not have this strong cultural value orientation. Younger persons, those in the program 4-6 months, saw the teacher providing more attention to help them establish their goals and chart their instruction. Age (Table 37) was also a factor. Older persons tend to be more aware of the kindness and assistance shown to them than are younger people because they have different goals, habits, and lifestyles. The young seem to be goal oriented, whereas the older person who has established a lifestyle can reflect on other things.

Anticipated Value of Education

Students saw the program as helping them deal with life's problems,

Table 34

Analysis of Variance for Teacher Attitude by Income Level

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	4.24	1.06	3.37	.009
Within Groups	1302	408.88	.31		
Total	1306	413.12			

Table 35

Analysis of Variance for Teacher Attitude by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	2.72	.90	2.84	.036
Within Groups	1582	504.35	.31		
Total	1585	507.07			

Table 36

Analysis of Variance for Teacher Attitude by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	10.18	1.61	3.89	.0016
Within Groups	1534	489.75	.41		
Total	1539	499.93			

character building, use of time, and meeting adult problems. Those who were in the program 13-18 months were significantly more positive than other groups (Table 38).

Teacher Competency and Curriculum Relevance

Students perceived that teachers were helping them with items that would apply to real life and that the curriculum was relevant to their needs. Blacks saw this to a greater extent than did whites (Table 39); males to a greater extent than females (Table 40); lower income groups to a greater extent than higher income groups (Table 41). It appears that the ABE curriculum and teacher competency are relevant to student needs and provide information that the student can use in a "real world."

CONCLUSIONS

Four major conclusions are evident from the data:

1. The Assessment Model, shown in Figure 1, will generate information about ABE programs that can be used to initiate change. The changes, in turn, can be directed toward improving teaching and/or learning.

The data from this application indicated that goals and objectives were not consistent across programs within a given geographic area and that are funded by the same source. Although each local program requires a few specific objectives to meet the needs of its clientele, it should have goals and objectives that are consistent with a geographic plan.

2. The ABE programs sampled in this study are having a positive impact on quality of life of the individuals participation in the program. Quality of life was defined in terms of self-expression, self-concept, family life, leisure, relationships with others, life in general, and society.

3. Males, older adults, and those who have been in the program longer tend to

Table 37

Analysis of Variance for Teacher Attitude by Age Classification

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.47	1.89	6.05	.00001
Within Groups	1530	479.12	.31		
Total	1535	488.59			

Table 38

Analysis of Variance for Anticipated Value of Education
By Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	3.47	.69	2.53	.02
Within Groups	1534	421.01	.27		
Total	1539	424.48			

Table 39

Analysis of Variance for Teacher Competence and Curriculum Relevance by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	17.47	5.82	10.68	.00001
Within Groups	1581	862.39	.54		
Total	1584	879.86			

Table 40

Analysis of Variance for Teacher Competency and Curriculum Relevance by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.11	1.82	3.37	.0049
Within Groups	1534	829.82	.54		
Total	1539	838.94			

Table 41

Analysis of Variance for Teacher Competency and Curriculum Relevance by Income Range

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	23.76	5.94	11.29	.00001
Within Groups	1301	684.21	.52		
Total	1305	707.97			

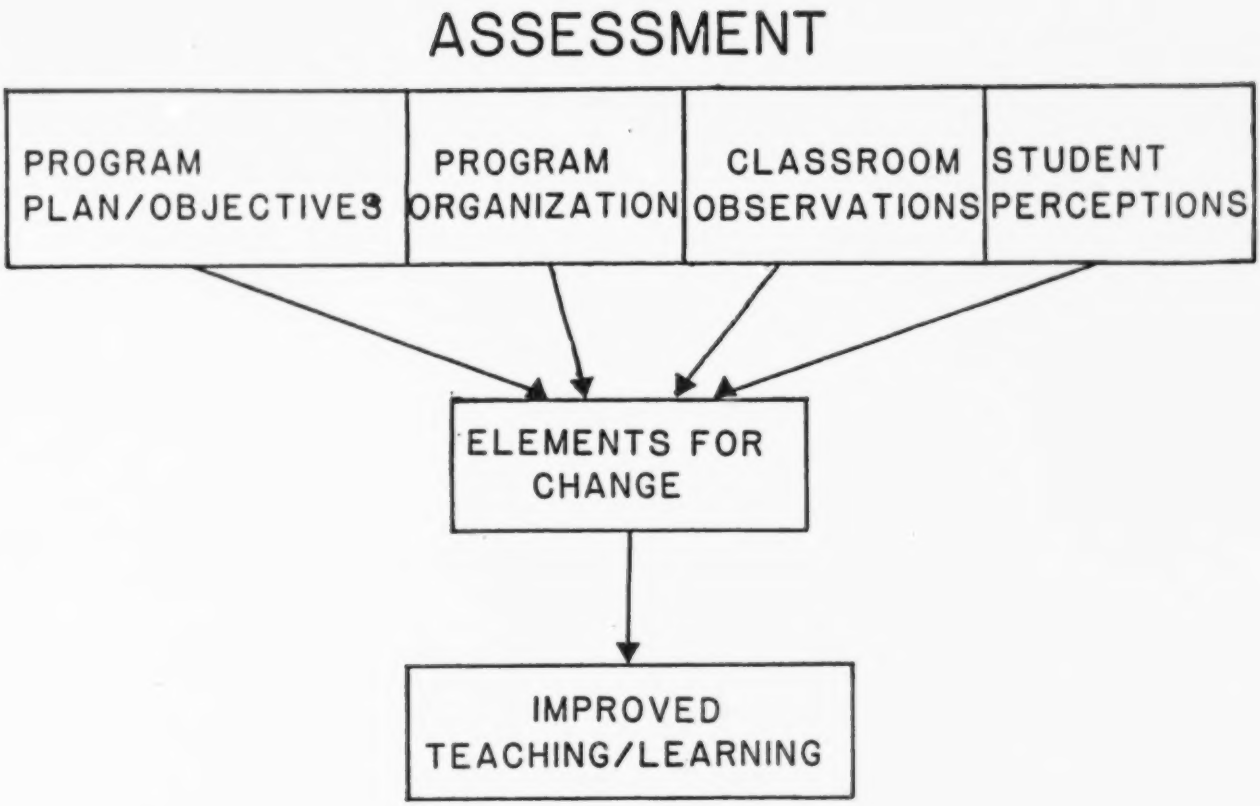

FIGURE 1 - ASSESSMENT MODEL

be more positive than other groups regarding the impact of the program in improving the quality of life. These groups were significantly more positive on a majority of the dimensions.

4. The teacher and the curriculum were viewed in a positive manner. Those whose income is less than $5,000 per year were the most positive group about these items.